

A photograph of a stone archway in a lush forest. The archway is made of dark, moss-covered stones. A small waterfall flows through the archway, cascading over dark rocks. The surrounding forest is dense with green foliage, including ferns and moss-covered surfaces.

Engaging all learners

Leyton Schnellert, PhD
UBC

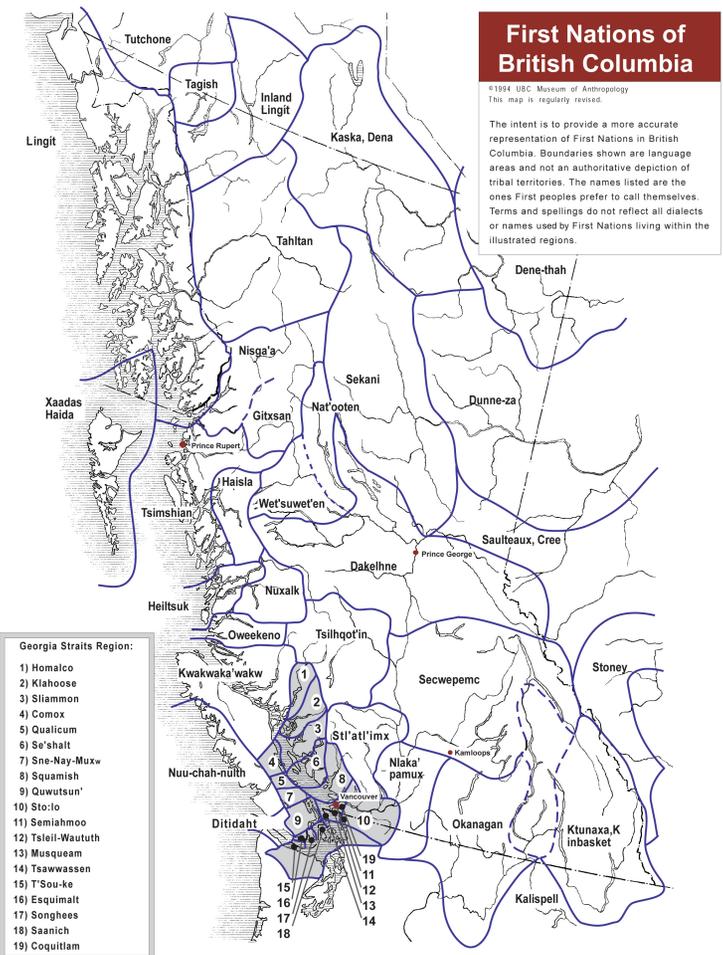
Twitter: @LeytonSchnell

Land Acknowledgement

I would like to begin by acknowledging that the land that I join you from is the unceded territory of the Syilx (Okanagan) Peoples. I live, learn, and research together with the Land and its inhabitants, human and more-than-human. I am grateful and respectful of this place and the countless generations of Indigenous Peoples who have cared for it. I acknowledge, respect, and honour the enduring presence of all First Nations, Metis, and Inuit Peoples.



ruralteachers.com



The Nature of Learning (Dumont et al., 2012)

... the ultimate goal of learning and associated teaching ... is to acquire adaptive expertise—the ability to apply meaningfully learned knowledge and skills flexibly and creatively in different situations.

The capacity to continuously learn and apply/integrate new knowledge and skills has never been more essential.

Students should become ... life-long learners, especially as they prepare for jobs that do not yet exist, to use technologies that have not yet been invented, and to solve problems not yet recognized as problems.

(see <http://www.oecd.org/edu/ceri/thenatureoflearningusingresearchtoinspirepractice.htm>)

Where does research say we should be heading?

Help students to:

- see how subjects are interconnected
- be respected
- solve real problems
- learn from and with each other and people in their community
- feel they make a difference in the world, engage with knowledge that matters to them
- connect with experts and expertise
- have more opportunities for dialogue and conversation about their learning.

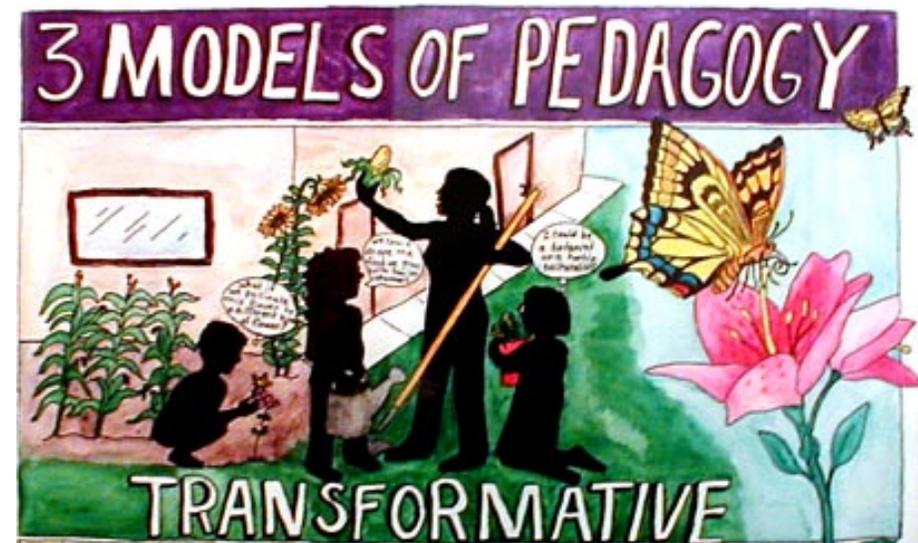
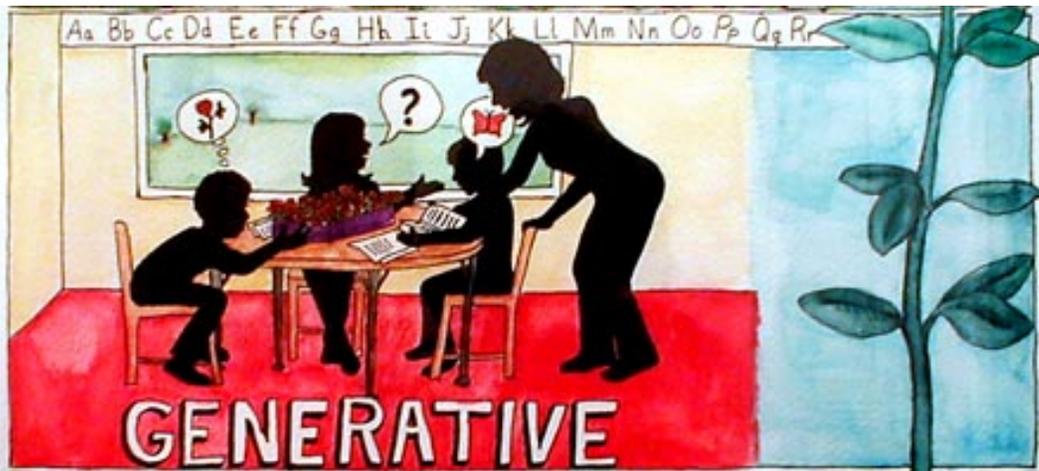
(Wilms et. al, 2009)

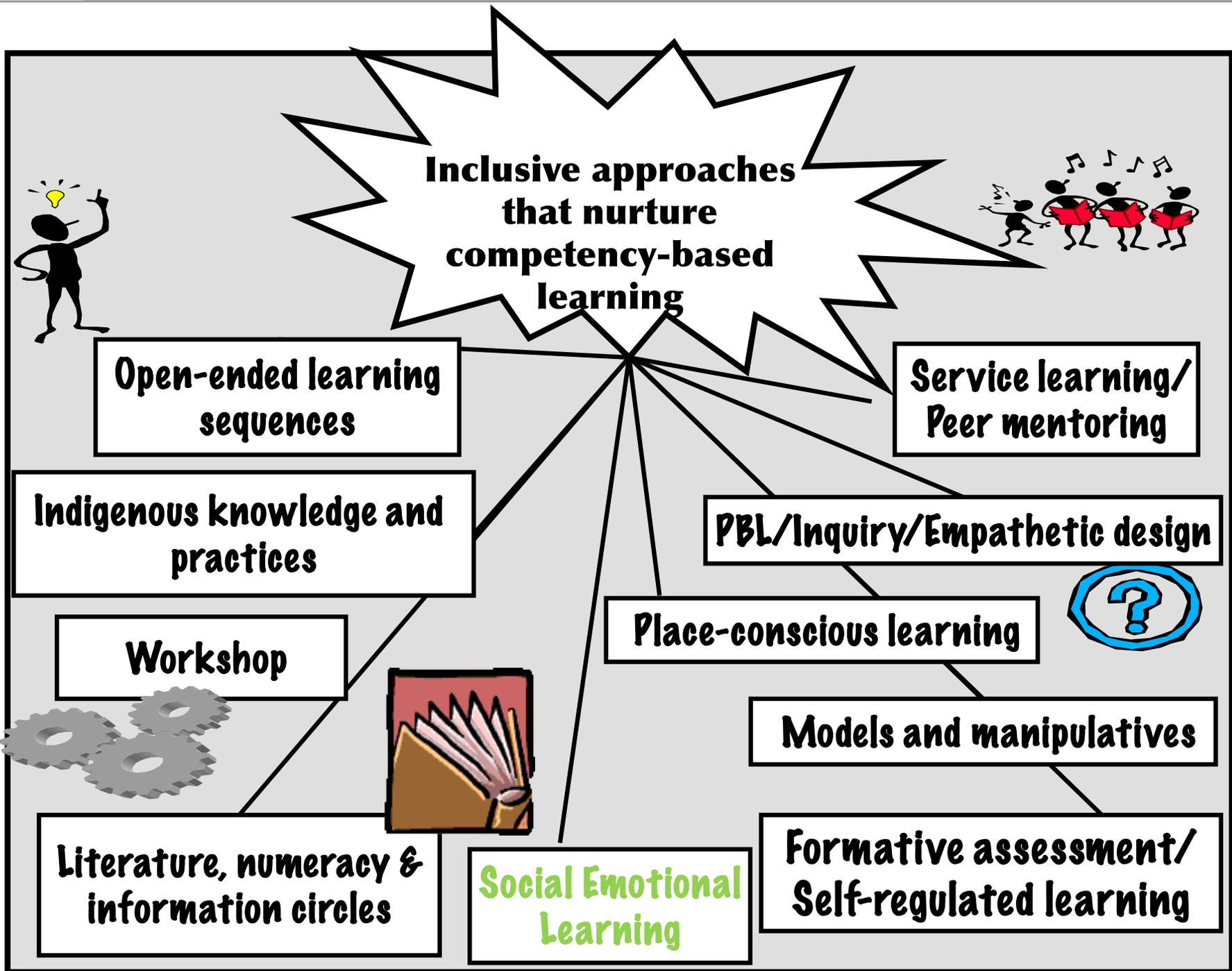
BC REDESIGNED CURRICULUM

SUPPORTS ABORIGINAL EDUCATION WOVEN INTO ALL TEACHING AND LEARNING

- Teachers focus on the gifts that each student brings.
- Teachers invite learners to express their understanding of who they are as learners.
- Teachers ask learners to support each other creating spaces of belonging in a community of learners.

Teaching as...





Defining SEL

- Social and emotional learning is a set of skills and competencies needed for success in learning and in life. (CASEL.org)
 - What skills and competencies do you want for your students when they graduate so that they are prepared to be successful in life? (physical, mental, emotional, spiritual, social)
-

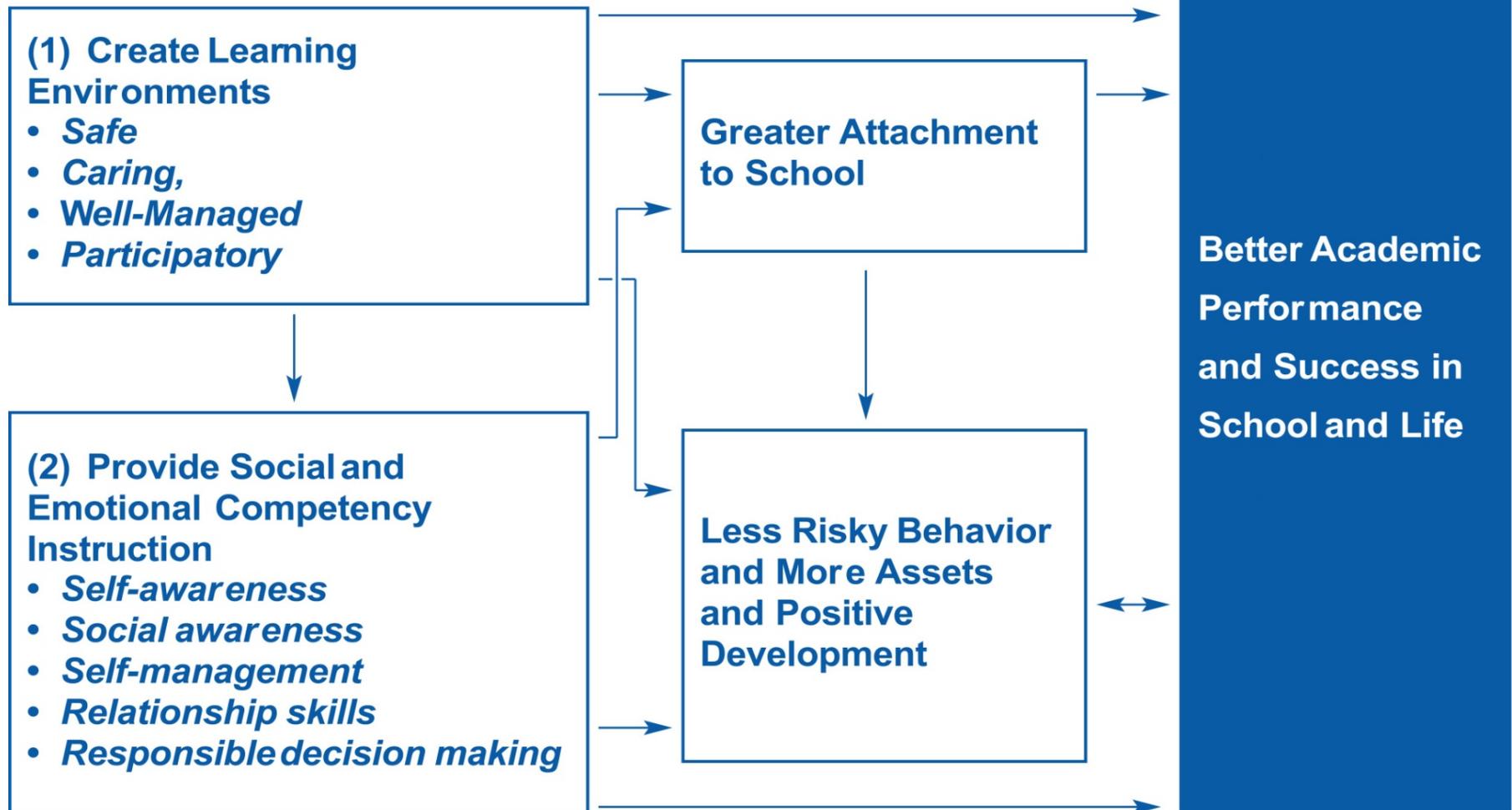
Social & Emotional Learning Core Competencies



The Process of SEL



Evidence-Based SEL Programs:



Growth Mindsets and a Sense of Belonging?

A Fixed Mindset

intelligence is fixed
looking smart is most important
effort is to be avoided
success should come easily
challenges reflect low ability

A Growth Mindset

ability develops
learning is most important
effort is needed to learn
success comes through hard work
challenging work supports growth

“I am a learner”

Fostering Growth Mindsets in Secondary (Lori Bernard, SD41)

Changing our
language from:

“I can’t do this.”

“This is too hard.”

Changing our
language to:

“I can’t do this YET.”

“This feels
uncomfortable
because it’s new.”

“This is going to take
more practice before
it feels comfortable.”

Creating a Safe Environment: An Emotional Literacy Charter

Designed to foster a safe emotional climate

- How do we want to feel as a community of learners?
- What can we do to support these feelings?
- How will we handle conflict or uncomfortable feelings?

(Yale Center for Emotional Intelligence)

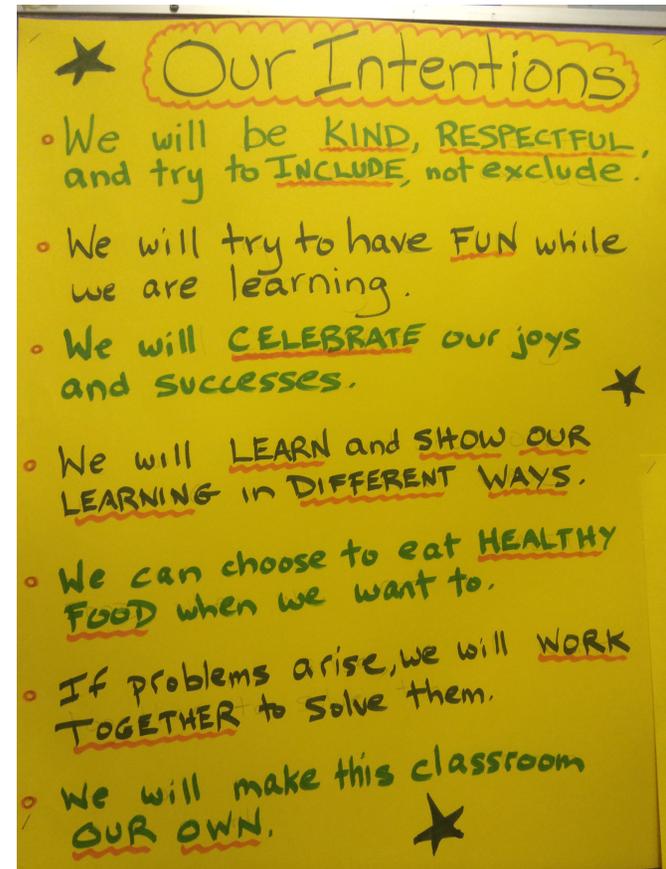
Understanding Classroom Expectations

Dave Dunnigan (Coquitlam School District)

At the beginning of the year, Dave and his students go through a visioning process to create their learning community.

He asks students:

- What makes a great classroom?
- How are the students learning?
- How is the teacher teaching?
- How does everyone treat each other and interact with each other?
- What routines and expectations help us in our learning?



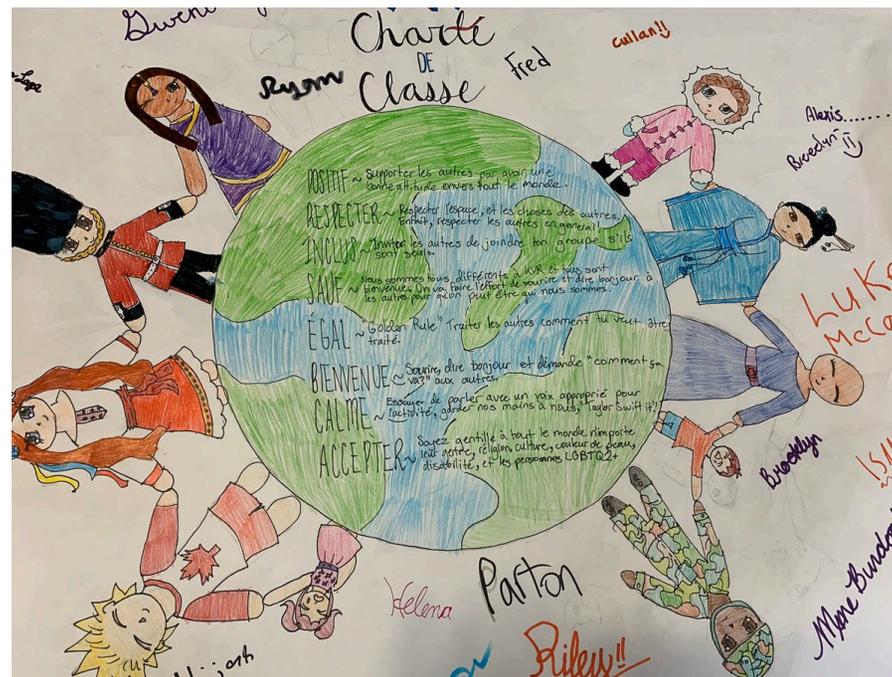
Emotional Literacy Charter

Melissa Burdock, SD67

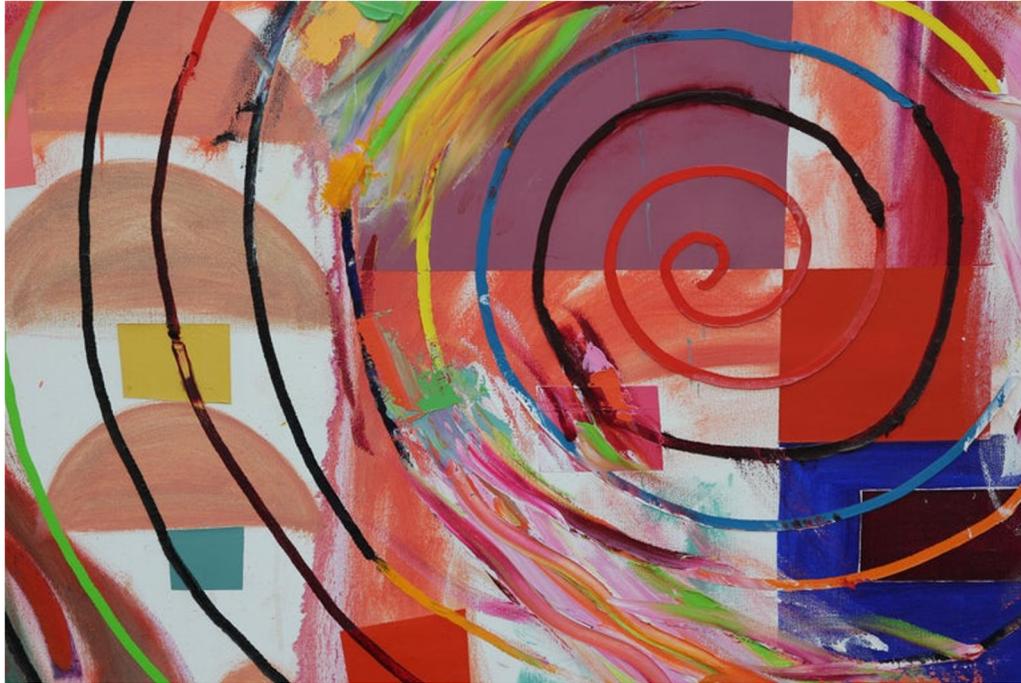
- We started to talk about how we wanted to feel specifically in our classroom together.
 - Students wrote about this and pulled out emotion words.
 - Built a charter, first in groups and then as a class
 - There was debate so embedded lessons on how to disagree respectfully while allowing everyone's voice to be heard.
 - Charter guides morning circle at the beginning of the week.
 - We pick a word to focus on and talk about strengths and stretches that we've been having as a group for that emotion word.
-

Emotional Literacy Charter

Melissa Burdock, SD67



they want to feel respected, included, safe, equal, welcome, calm, and accepted



Spiral Journal

Calmly prepare for the work ahead
Inspired by Lynda Barry (pictured as a monkey above!)

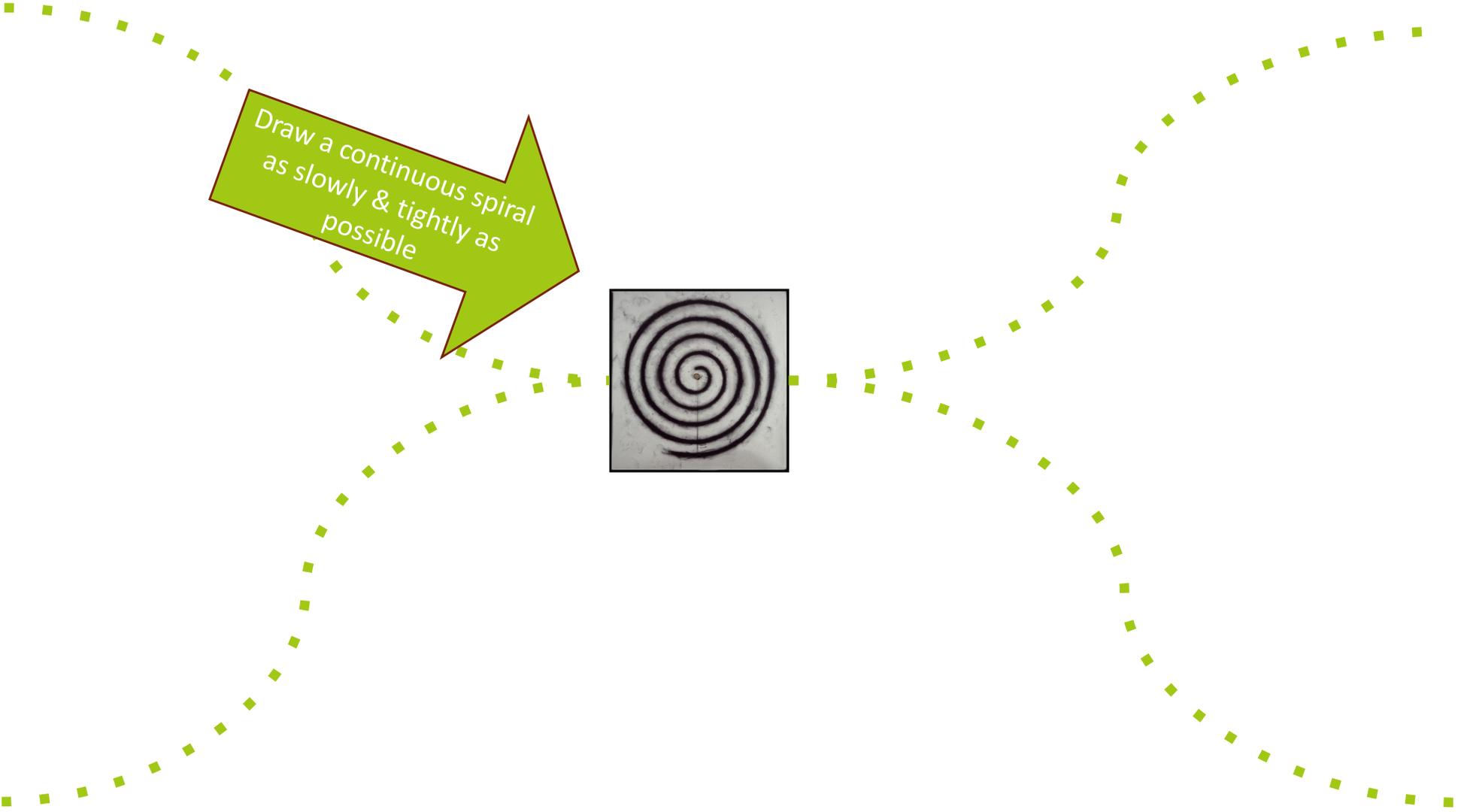


-
1. Divide a page into quarters and start drawing the slowest, tightest spiral that you can. (2 mins)
 2. Respond to the prompt in the first quadrant. (1-2 mins)
 3. Repeat with every subsequent quadrant and prompt. (4-8 mins total)





Draw a continuous spiral
as slowly & tightly as
possible



SPIRAL JOURNAL

■ THE PROGRESS I
HAVE MADE IS...



■ ENTANGLEMENTS MAKE
IT SEEM IMPOSSIBLE TO...



⊙ AFFIRMATION

⊙ DESPAIR

■ WHAT I AM GOING TO
DO NEXT IS...



■ WHAT I HOPE CAN HAPPEN
FOR ME / US IS...



⊙ ACTION

⊙ HOPE / RECONNECTION

SOURCES: LYNDIA BARRY, ARTIST/CARTOONIST
JOANNA MACH, TEACHER

The progress I have made is...

Things I need to accept or let go of...

What I am going to do next is...

***What I hope can happen for me/us
is...***

Put a  next to anything that feels especially true for you right now, aka your “nuggets of truth”.

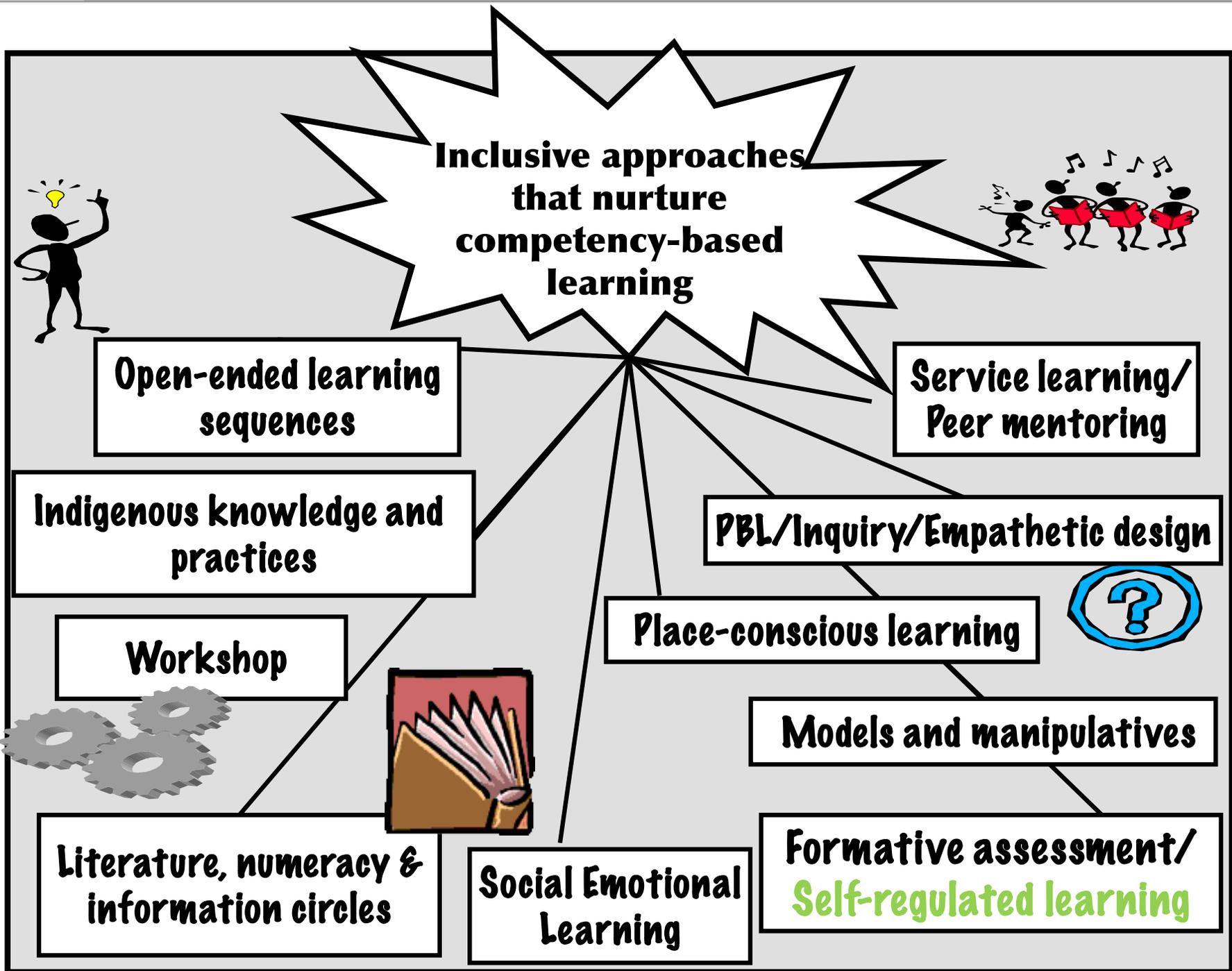
Reflection

Could you take up some
of this in your context?

What are you doing?

What could you try?





What is Self-Regulated Learning?

Lifelong learners are *self-regulating* learners (alone & with others!)

Self-regulating learners know how to control their *thoughts, feelings,* and *actions* to achieve personal goals and respond to environmental demands (Zimmerman, 2008)

Self-regulation describes "active," strategic learning

Individuals can take, and feel in control, over learning by deliberately and reflectively “self-regulating” their engagement in activities



Imagining Self-Regulation

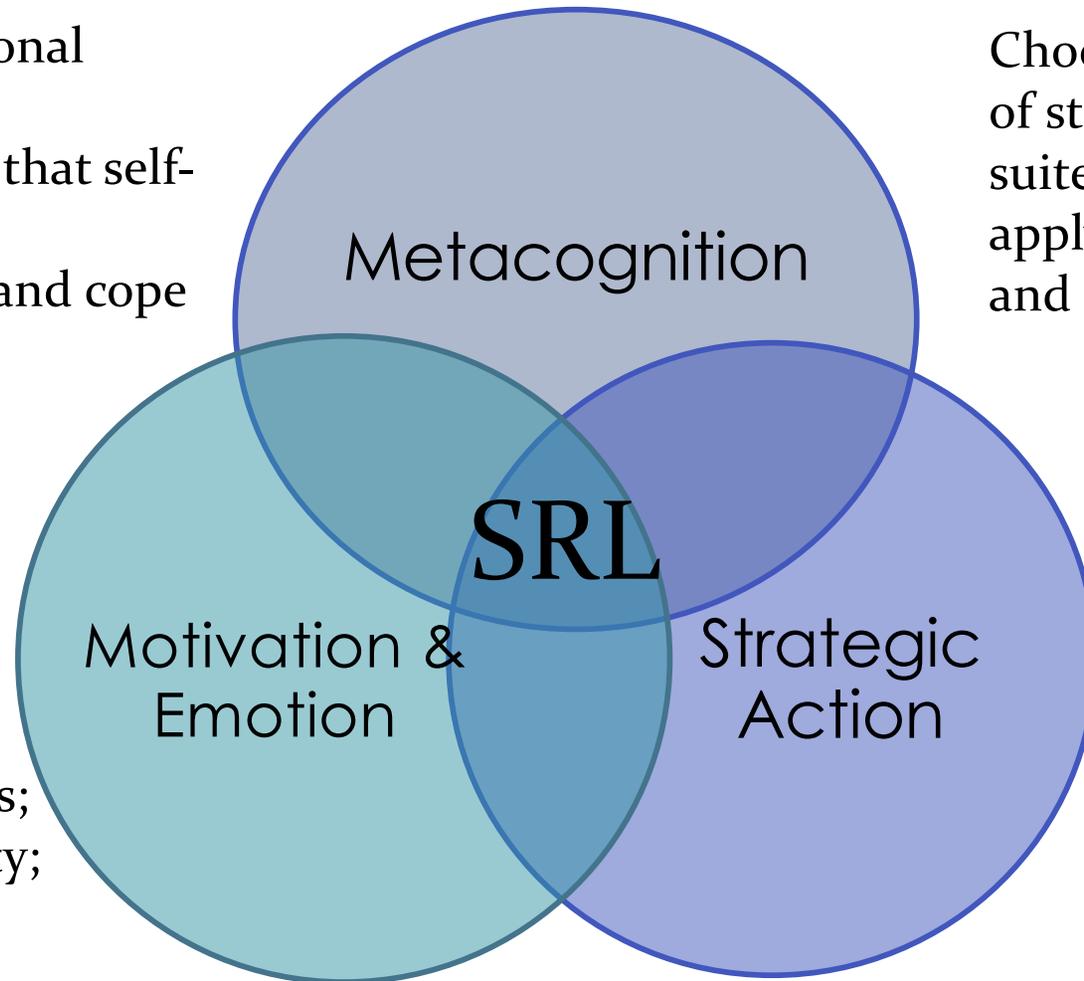
You will work with a partner to choose and read an article finding important information about viruses. After reading and discussing what you learned, you will write a 60 second news article to be shared with the class to help them choose their next article.



Probing Deeper: What is SRL?

Awareness of personal strengths and limitations; Using that self-awareness to solve problems and cope with challenges

Choosing from a repertoire of strategies those best suited to the situation and applying them effectively and efficiently

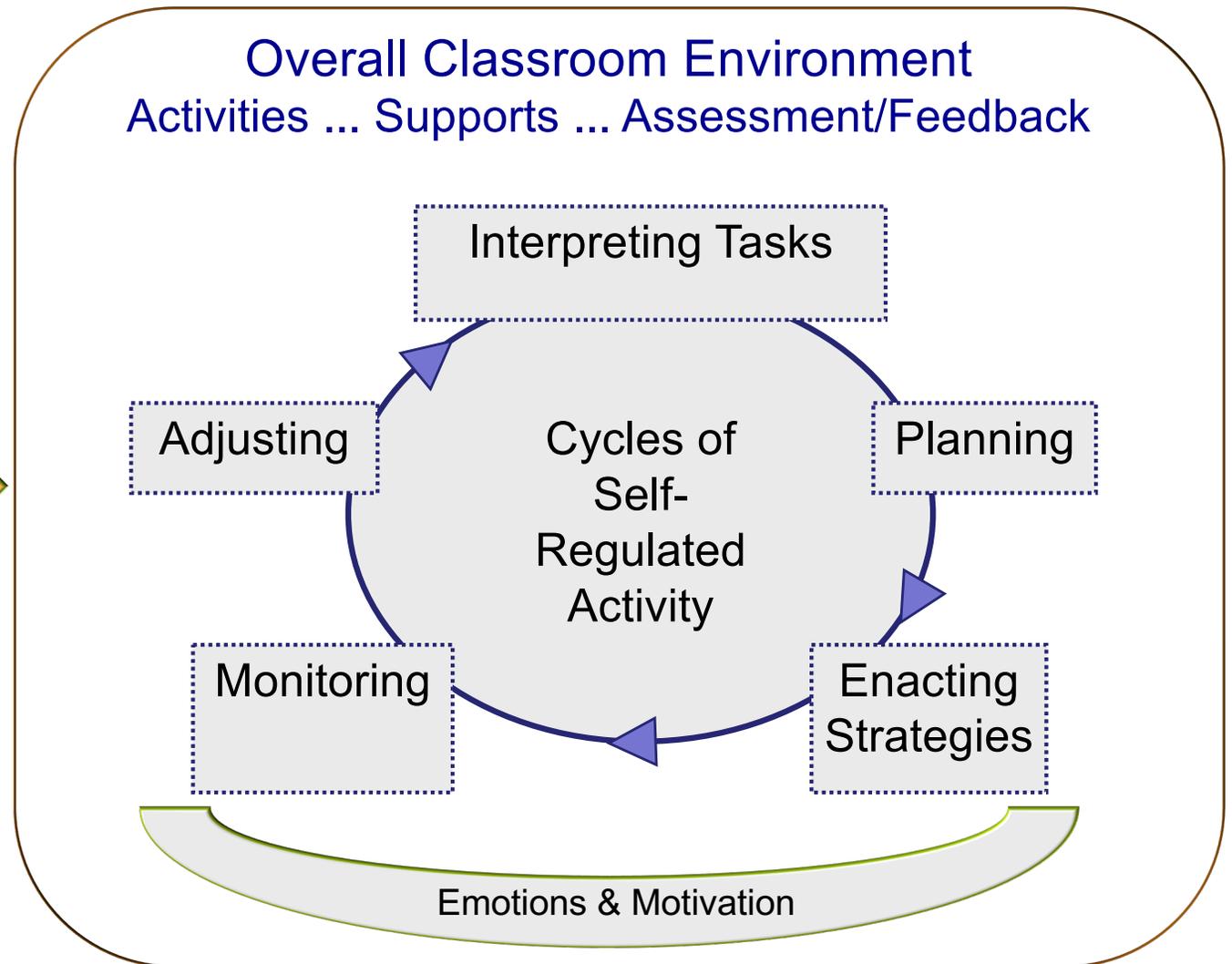


Affective responses;
Beliefs about ability;
Willingness to try;
Expectations for success

An Integrative Model of Self-Regulation (Butler, Schnellert, & Perry, 2017)



*History,
Strengths,
Challenges,
Metacognition,
Knowledge,
Beliefs,
Agency*



Strategic Questioning

Interpreting Activities and Tasks

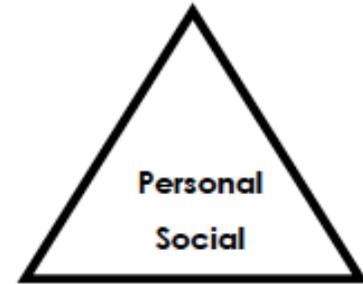
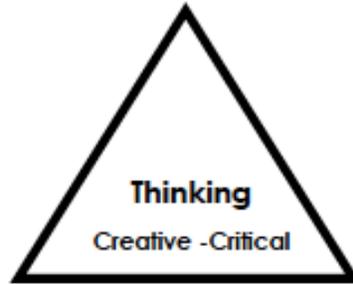
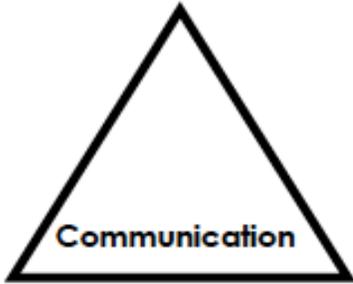
- What is your job?
- What is this assignment asking you to do?
- How will you know if you've done a good job?

Choosing and Using Strategies

- How will you approach this task (given your goals?)
- What strategies have worked for you before?
- What don't you show me what you can try?
- I noticed you did this. Is that a strategy you are using?
- What are you doing here that you can do again and again?

Monitoring and Adjusting

- How are you doing? How do you know?
- What criteria are you using here to judge your work?
- What can you do differently to solve that problem?



I chose _____
to show how I have been developing my
communication skills.

It shows my communication because:

I want you to notice

One thing I would do differently next time is
_____ because

I chose _____
to show how I have been developing my
creative and critical thinking skills.

It shows my thinking because:

I want you to notice

One thing I would do differently next time is
_____ because

I chose _____
to show how I have been developing my
personal awareness and social responsibility skills.

It shows my personal or social awareness because:

I want you to notice

One thing I would do differently next time is
_____ because

REFLECTION:

My "Good" this week was: _____

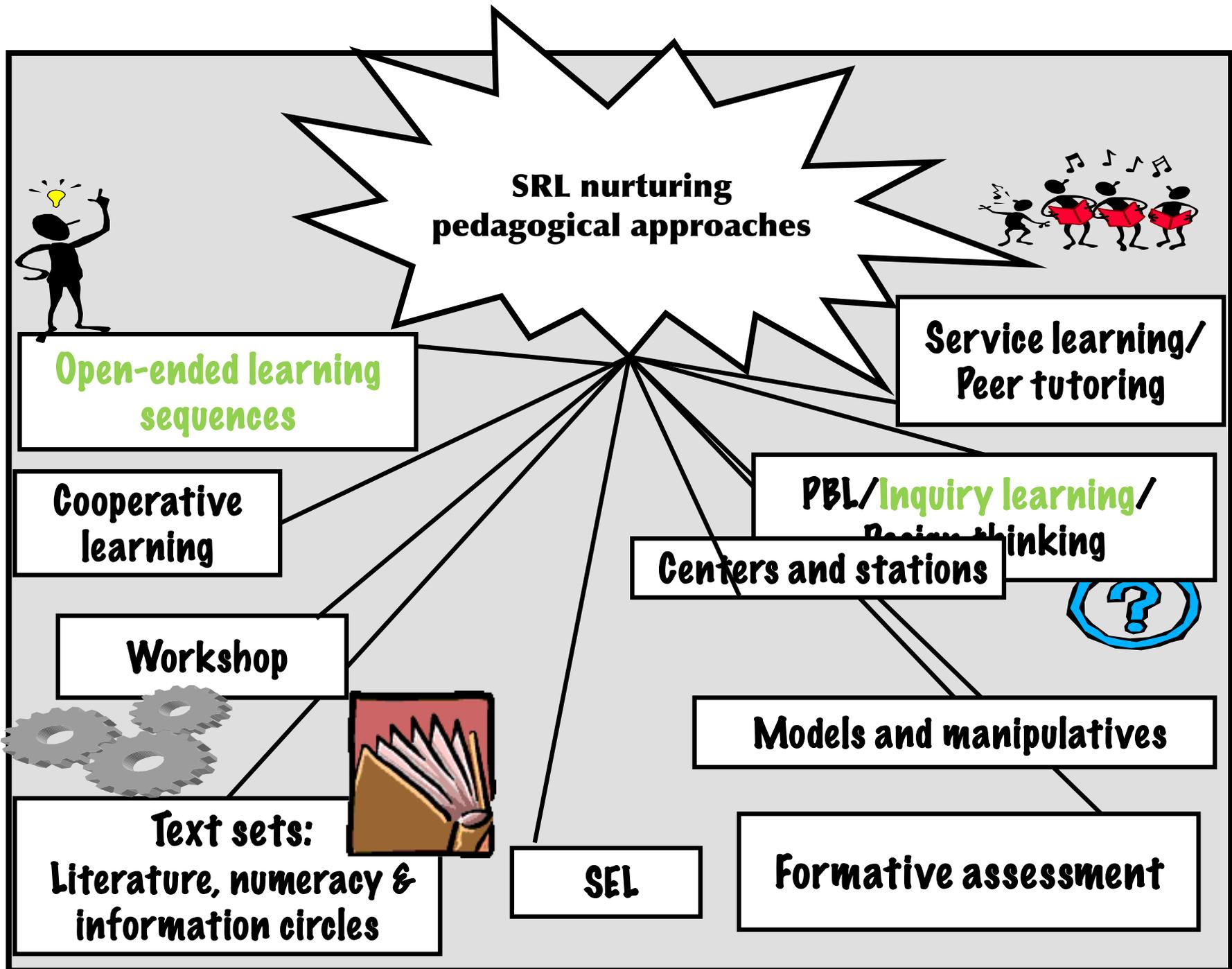
My "Ugly" this week was: _____

I developed my \triangle ^{→ thinking? communication? Personal? social?} skills this week when I ...

I struggled with \triangle ^{→ thinking? communicating? social? Personal?} skills this week during _____
because _____

I want you to notice _____

Kelsey Keller, SD43



Rethinking secondary schools

- https://www.academia.edu/30482964/_Comfortable_to_take_risks_Seaton_Secondary_School
-

Semester 1

Period	Programming	
1	Jr. Academy	Core (English, Math, Science, Socials+ Health and Careers)
2		
3		
4	Language course Jr. Acad. Teacher common prep.	French, Okanagan Language, Learning Skills

Semester 1

Period	Programming	
1	Jr. Academy	Core (English, Math, Science, Socials)
2	Gr. 8 Elective	
3	Gr. 8 Elective	
4	Gr. 8 Elective	

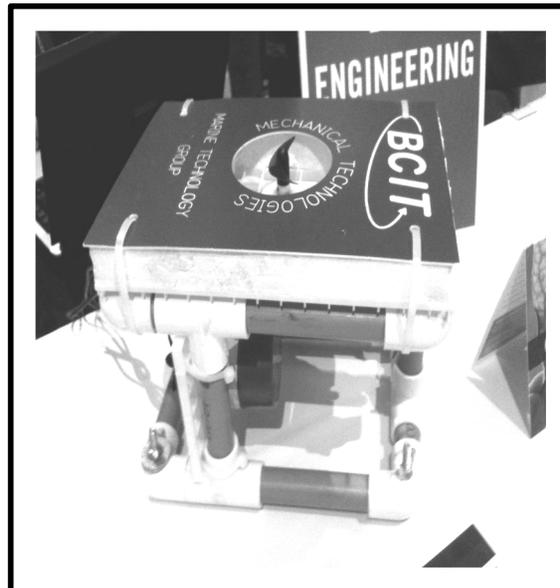
Submarine Project

Phil Nuytten and Nuytco has recently asked you to submit a proposal for the design and build of a low budget Submersible ROV to be used by the developing world for exploration of underwater environments. These may be used for a variety of jobs (mining exploration, oil discovery, scientific research, repair and maintenance of ships and underwater equipment.)

Nuytco will pay close attention to all aspects of your work and will expect a prototype to be built and operational by September 27.

Constraints for project:

- Equipment:
 - 8 elbows
 - 6 T's
 - ½ inch PVC pipe
 - light diffuser (grid material)
 - 3 modified bilge pumps and wiring harness
 - zap straps
 - foam (buoyancy)
 - Washers for weight
 - Any extra materials must be recycled or not cost anything
- Size: must fit in provided tubs
- Must be able to move forward, turn, and go up and down
- Must be able to attach equipment/payload (camera)



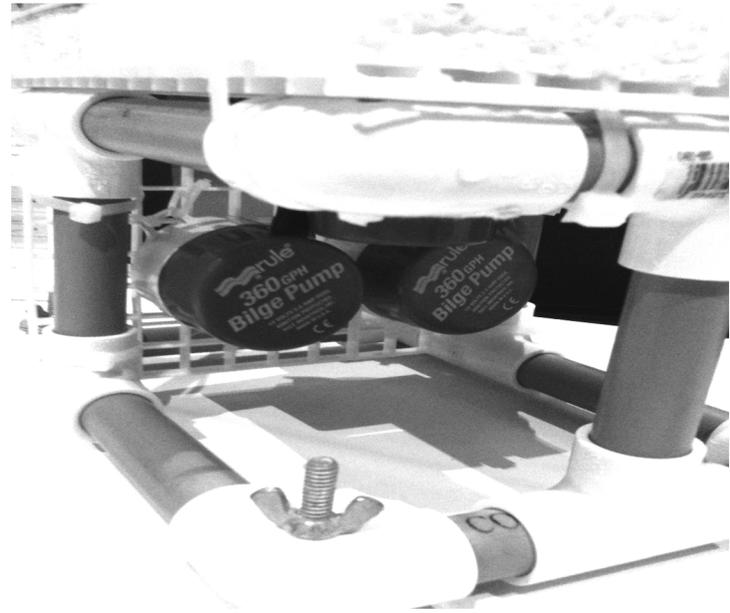
What types of tasks can our submarine do? (collect samples?, collect temperature?, find depth?, observe aquatic life?...)

Is the data quantitative (a measurement) or qualitative (an observation)?

How do you propose collecting this Data
(remember you will have an onboard camera)?

Make rough sketches of your submarine
ideas that you can use for your planning stage.
Remember to think about:

- Protecting motors
- Balancing heavy object (like motors)
- Steering
- Surfacing and submerging.



Learning intentions:

- I can use details to explain my inferences and plans.**
- I can work with others to find key ideas, ask questions and make connections**
- I can reflect on my learning**

Essential

Questions



□ What do you notice?





Essential

Questions



What's working?

What else would help you?

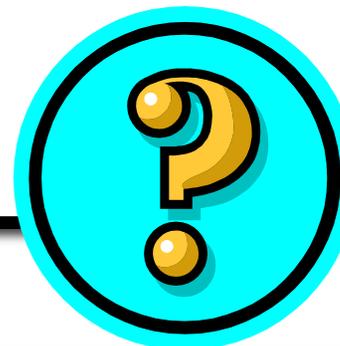


Essential

Questions



□ What do you notice?





Essential



Questions

- What do you notice?

- What do you wonder?









Partner Talk

Text Set: Images
and Info Text

Core
Competencies

Skill
Development

Word Sort

water

tropical

Titanic

ecosystem

drinking

rain

bolts

undercurrent

dignity

pressure

Iceberg

escape

wave

captain

ship

scared

engine

buoyancy

sharks

hurricane

sail

**P
R
O
C
E
S
S**

Chunk 1

What's Important

Why is this Important?

Questions and connections...

**P
R
O
C
E
S
S**

Chunk 2

What's Important

Why is this Important?

Questions and connections...

**P
R
O
C
E
S
S**

Chunk 3

What's Important

Why is this Important?

Questions and connections...

Name: _____

Date: _____

**T
R
A
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S
F
O
R
M**

60 seconds news article

3..2..1

3

Big Ideas...



2

Things I did really well



1



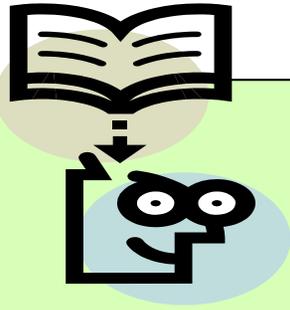
Math and Social Justice

<https://vernoncommunityschool.files.wordpress.com/2016/02/math-mag-social-justice-pdf.pdf>

Rethinking secondary schools: Some examples

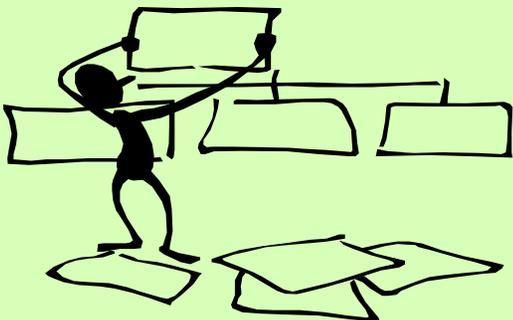
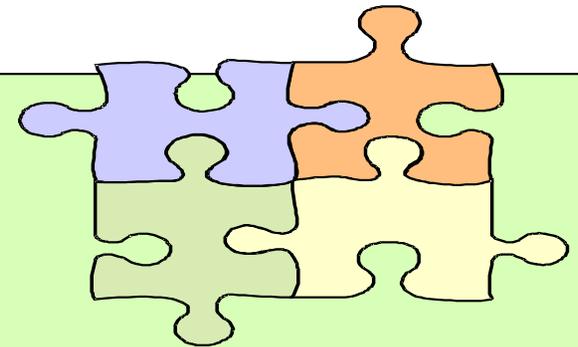
- https://www.academia.edu/30482964/_Comfortable_to_take_risks_Seaton_Secondary_School
 - https://www.academia.edu/29164934/Working_Together_to_Create_Student-Driven_Interdisciplinary_Learning_Desert_Sands_Community_School
 - https://www.academia.edu/27485618/Rewriting_the_traditional_grammar_of_schooling_Vernon_Community_School
-

Hold onto...



GROW INTO...

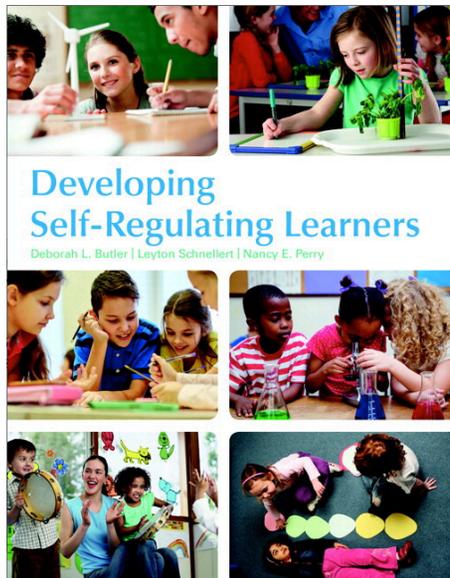
Let go of...



Nurture inclusion by...

Resources

Butler, Schnellert
& Perry. (2017).
***Developing Self-
Regulating Learners.***
Pearson Publishers.



Schnellert, Watson &
Widdess (2015). ***It's all
about thinking: Building
pathways for all learners in
the middle years.*** Portage
and Main Press.

